DOCUMENT RESUME

ED 124 842 CG 010 630

AUTHOR Moore, S. Jerry; And Others
TITLE New career Options for Counselors--Industrial Involvement.
PUB DATE [75]
NOTE 13p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

EDRS PRICE MF-$0.83 HC-$1.67 Plus Postage.
DESCRIPTORS *Career Opportunities; Change Agents; Counseling; *Counselors; *Employment Opportunities; *Futures (of Society); Guidance; Human Services; *Industry; *Outreach Programs; State of the Art Reviews

ABSTRACT

H. G. Wells pointed out that "human history becomes more and more a race between education and catastrophe." In the next two decades we must rely even more on education, training, human resource development, and effective counseling to keep our commune of creatures working together with harmony and purpose. However, if counselors are going to be in a position to make this contribution, some significant changes in perspectives and perceptions must come about. To be successful agents of change in the future, counselors will find it necessary to join force with people in the world of work in a very direct and real sense. The new career options for counselors during the 1970's and 1980's will be a shift from academic counseling in educational settings to a much more broadly-based counseling activity dealing with people of all ages in all walks of life and will be conducted in the classrooms of the real world, namely offices, factories, and homes where most of the people in our society work and live. The program explores some of the inroads that are already being made in industry and specifically details a program developed by the Smith-Carona Corporation in their laboratory facility in Cortland, N.Y. (Author)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

ED124842

NEW CAREER OPTIONS FOR COUNSELORS -- INDUSTRIAL INVOLVEMENT

S. Jerry Moore
Staff Specialist for
Training and Personnel
SCM Laboratories
Cortland, New York 13045

Dr. Anthony S. Papalia
Director of Counseling Services
State University of New York
College at Cortland
Cortland, New York 13045

Mrs. Brenda Rouse
Administrative Coordinator
SCM Research and Development Center
Danbury, Connecticut 06810

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

NEW CAREER OPTIONS FOR COUNSELORS --
INDUSTRIAL INVOLVEMENT

In a recent presentation at Ohio State University President Gerald Ford called for new initiatives between education and the world of work. In a review of education and manpower policies related to the transition of youth from school to work, the President encouraged new and innovative approaches in this vital area.[1]

Peter Drucker, the noted management consultant, clearly defined this issue in a presentation to the American Society for Training and Development when he said, ...

> "we are just about halfway through an extraordinary demographic development. The tremendous surge of young people joining the workforce for the first time is the result of the baby boom that began around 1948, and within five or six short years, pushed the birthrate in this country up almost 50 percent. Five years out, maximum, we are going to face a complete shift to an extreme labor shortage. The baby bust of 1960-1961 will begin to shape the work force with a drop in birth figures of 25 percent. At this 20 year mark this country will have a sharp, almost immediate, reversal from our

concern about where are the jobs for young people to where are the young people for the jobs. It will take all of the next five years to learn how to do the job with fewer young people, and with a need for greater productivity, and for greater job satisfaction. Money will be a very expensive and ineffectual way to compete in the job market. You will need to provide the thing that young people need the most, especially the young educated ones, and get the least, which is somebody to talk to, also somebody to spank them, somebody who is not the boss, and yet works with them; and that is a most important need that goes unfilled today."[2]

H. G. Wells summed up the dilemma when he pointed out that "human history becomes more and more a race between education and catastrophe."[3] It appears that more than ever before there is an increasing need to rely on education, training, human resources development and effective counseling to keep the commune of creatures in our world working together with harmony and purpose.

Counselors can, and must, be more active agents of change through an expansion of their roles. They will find it necessary to join forces with personnel in the world of business in a very direct and real sense. Their focus of work must transcend counseling in the classic academic setting and develop into a more broadly based counseling activity dealing with people of all ages in all walks of life. Counselors must be willing to practice their profession in the classroom of the real world; namely, offices, factories, and homes where the people in our society work and live.

A MODEL

The purpose of this paper is to discuss a model counselor-in-industry program that has been in progress in the Smith-Corona Laboratory in Cortland, New York for the past two years. It will suggest one of several approaches counselors may use in broadening their career options.

The setting for the model is the Smith-Corona Laboratory, an engineering group whose main responsibility is the development and design of Smith-Corona typewriters. The laboratory employs approximately 130 engineers and technical and support personnel. This comparatively small group made the experience with a counselor easier to assess and provided an opportunity to work with the total population rather than a representative sample.

Like other industries, Smith-Corona had participated in educational seminars, technical meetings and conferences, utilized local college facilities, and contracted a variety of speakers, but had never used any external counseling resource until the inception of this program.

In developing plans for a six-month sabbatical leave, the Director of Counseling at the State University College at Cortland was invited to explore the feasibility of an industrial internship in the Smith-Corona Laboratory. A plan was formulated whereby the Counselor would spend two days a week in the Laboratory applying his counseling skills where needed while gaining insight about people's behavior in an industrial environment. The program began in July of 1974, and terminated in January of 1975.

The injection of an academician into the engineering environment was received with enthusiasm by some and skepticism by others. To some, he was an impartial outsider bringing new ideas and possible solutions to business-related personnel problems. Others feared he was there to evaluate them and perhaps influence their merit reviews and/or recommend promotions through test responses and training seminars.

As a primary proponent of the counselor-in-industry program, the Staff Specialist for Training and Personnel was an invaluable resource to the counselor in making the transition from academia to industry. The initial approach for integrating a counselor into the organization consisted of offering development and management programs to top management and progressing downward to the other levels of supervisory support. This approach generated management support for the program and contributed significantly to its success.

The initial phase of the program included a luncheon meeting with each Staff Manager during which the role and function of the counselor was explained. This was followed by an invitation to each Manager for a personal needs assessment utilizing the Edwards Personal Preference Schedule. Following individual discussions on the EPPS data, the managers collectively participated in a simulation exercise on leadership styles.

Each of the Staff Managers introduced the counselor to the next level of supervision and supported the programs being offered. Small seminar groups of six to eight employees with their supervisors were conducted on an on-going basis utilizing simulation exercises, problem-solving tasks, decision making models, and programs in professional development. No notes were taken nor was any type of formal record system maintained so as to alleviate any fears that people were being evaluated or scrutinized.

Involvement in the various programs stimulated development of new perspectives in interpersonal relationships with peer groups, subordinates, and supervisors. In addition to the limited relationships developed over a drawing board or in a business meeting, employees were communicating on some new levels.

As people began to develop trust in the counselor and confide in him, they sought his help with sensitive human relations issues in the office. The counseling function extended into intradepartmental encounter sessions and conflict resolution groups.

As the rapport increased between the counselor and employees, concerns of a more personal nature began to emerge. Employees requested personal counseling sessions to discuss family and marriage problems, personal frustrations, and educational and vocational concerns. Of particular significance was the willingness of this predominantly male workforce to ask the counselor to work with members of their immediate families in the resolution of personal problems.

In conjunction with the counseling function, a Women's Training Program was put into operation to encourage the professional and personal development of the women in the Laboratory.

The majority of the women in the Smith-Corona Laboratory are employed in providing direct service to the research and development function. The women's group organized and sponsored programs, and the counselor assisted in an advisory capacity to the group. In conjunction with the counselor the group participated in a Technical Secretary seminar, organized a program on Assertive Training, and initiated a film and discussion series on Transactional Analysis.

By the conclusion of the six-month, two-days-a-week internship, the counselor had conducted some 36 seminars, met in one-to-one sessions with 90 clients, and experienced direct contact with 80 percent of the Laboratory employees.

Since the conclusion of the sabbatical leave in January, 1975, the counselor has been retained as a consultant to the Smith-Corona Laboratory under a flexible time schedule that allows for continuous counseling and training programs for Smith-Corona personnel.

DISCUSSION

The interaction, support, and response received by the counselor strongly suggests the need for counseling professionals to extend themselves into the career option of industrial involvement. While industrial involvement is a very real and viable option for counselors, several guidelines should be followed to enhance such opportunities.

1) Counselors should be assertive in making themselves and their talents known to industry. The extensive length and depth of counselor training programs prepares counselors to apply their skills in all areas of society--industry as well as education.

2) In initiating development programs in industry, counselors should start with top management. The acceptance and support of management in presenting any type of program is necessary for the total integration of the organization into the program. It became readily apparent in the Smith-Corona experience that employees were responsive to and appreciative of the humanistic concern shown by the organization through management support of the programs.

3) The emphasis of the counseling program should be humanistic, that is, geared to the needs of the people within the organization and should not focus on the collection of data or the maintenance of records on the people. An approach that complemented the needs of the individual and the organization was a tuition reimbursement policy for course work taken in the pursuit of graduate programs, undergraduate programs, terminal programs, and continuing education programs.

4) In establishing initial rapport with industrial personnel, the group sessions in combination with a variety of simulation exercises proved to be very effective. The approach minimized the element of threat and allowed employees to collectively check out the situation. The approach was a reaching out effort on the counselor's part as he had no designated office. As initial group contacts led to individual contacts, a variety of interview areas were used. This included the Laboratory cafeteria, vacant offices, conference rooms, hallways, or luncheons at local restaurants.

The success of the counselor-in-industry experience was best expressed by a long-time employee following his participation in a self-awareness experience when he said, "It is like looking through an old trunk of valued possessions. One has a chance to re-sort the contents and reappraise them".

CONCLUSION

The interface of the counselor with industry offers secondary benefits to the local community. As employees develop new interests in professional development programs offered by local educational institutions, enrollments in such institutions will increase.

Exposure of the counselor to industry needs and wants enables him to impart such job awareness to students preparing for an industrial profession.

The counselor is a logical vehicle for encouraging exchange programs between business and academia. At Smith-Corona this resulted in a paid work experience for secretarial science students from the local high schools, and the opening up of industrial internships for other counselors and school administrators.

The Occupational Outlook Handbook indicates there are some 84,000 school counselors in the field with annual openings estimated at 8,000 for the next decade. Industrial involvement can and should greatly increase counselor options for meaningful employment.[4]

BIBLIOGRAPHY

[1] National Report for Training and Development. Volume I, No. 4, June 2, 1975, American Society for Training and Development.

[2] National Report for Training and Development. Volume I, No. 8, September 15, 1975, American Society for Training and Development.

[3] National Report for Training and Development. Volume I, No. 8, September 15, 1975, American Society for Training and Development.

[4] Occupational Outlook Handbook - 1974-75 Edition. U.S. Department of Labor, Bureau of Labor Statistics Bulletin, 1785.